**Chinook’s Edge School Division, Cycle 5 AISI - DRAFT**

**The Context** (from U of L research proposal)

Over the past 15 months, Chinook’s Edge School Division has been involved in a comprehensive process of consultation, data gathering, re-visioning, and re-alignment of human resources in order to develop long term strategies that will support teaching, learning, and leadership development. During this thorough, collaborative process, three priorities were agreed upon as central to the journey of growth of Chinook’s Edge School Division:

1. Implementation of a Quality Learning Environment model that provides teachers and administrators with a shared vocabulary and focal point for teaching, leading and learning in Chinook’s Edge.
2. Growth and development of administrators as instructional leaders.
3. Promotion of a collaborative culture amongst administrators in the development and implementation of their education planning process.

**Main Research Question:**

To what extent and in what ways will the development of a comprehensive model of instructional leadership impact student learning, performance and engagement of all students in CESD.

**Research Assumptions:**

1. Administrators as instructional leaders will positively impact teacher learning which, in turn, impact student learning.
2. The focus on system-wide improvement through the development of administrators as instructional leaders in Chinook’s Edge involves commitment at every level of the organization. Planning and leading such an effort for organizational improvement “begins and ends with people---the support of people, the development of people, and the creation of an environment in which people feel free to express themselves as creative individuals and feel supported when they try and fail” (Schlechty, 2000, p. 192).
3. Continuous school improvement and student success in their learning depends on the quality of instruction in classrooms.
4. Highly effective teachers are the key to student learning and success (Marzano, 2007).
5. Student learning and success can only occur when we, as a system, continually focus on improving teaching and learning practices in classrooms (Mourshed, Chijioke, & Barber, 2010).

**Research Delimitation:**

Although there may be many ways to measure the impact of instructional leadership, CESD is delimiting the measurement of instructional leadership’s impact to teacher efficacy and student learning.

**Research Definitions:**

*Instructional Leadership:* Purposeful action that ensures all students receive the quality of teaching and learning to which they are entitled (Townsend, 2011).

**Process for AISI Development:**

**Next Steps:**

1. Clarifying/developing consensus on the definition of Instructional leadership
2. Identify Learning Support Teams in schools (including the work of AISI and Student Services)
   1. Determine funding structure
3. Work with Learning Support Teams to:
   1. identify areas of focus and the school’s research question for instructional leadership connected to the QLE (e.g. literacy, student engagement, assessment, inclusion, etc.)
   2. identify strategies to achieve the research question
   3. build measures of success